

Small Business Management

Mr. David Combs

davidcombs@wghawks.school

School Phone: 515-438-2115

Website: <http://combsbusiness.wikispaces.com/>



Course Description

This course is designed to help students experience and understand the development of a Small Business. The course will follow the steps needed to prepare to open and run a business by creating a formal business plan. Areas that will be explored include: Recognizing Opportunities, Developing a Business Plan, Identifying the Target Market, Creating the Marketing Mix, Financial Management and Operating the Business. The course is also aligned with the Jacobson Institute at the University of Iowa. This gives students the opportunity to earn 3 college credits through the University of Iowa upon the completion of the course and a passing score on their assessment.

Course Policies/Expectations

Students are expected to behave and conduct themselves in a manner consistent with the expectations in the Woodward-Granger Middle & High School Student/Parent Handbook. Specific classroom rules for Introduction to Business include:

- Treat others as you want to be treated.
- Students are expected to treat their classmates, teachers, and guests with respect.
- Students must be prepared for the daily activities with proper materials, completed work, and a willingness to learn.
- Students must follow the school's Electronic Device policy. Cell Phones are **NOT** permitted at anytime during the period. During designated times and only by my discretion, I **WILL** allow the use of MP3 players/iPods. If the use of these devices becomes inappropriate, the opportunity to use these devices will be taken away.
- Students are expected to be active participants in the learning experience and work with their peers and teachers to achieve the course objectives that will prepare them for the 21st century

Academic Integrity: *Plagiarism is the misrepresentation of another's ideas, phrases, discourse, or works as one's own; it is not tolerated at Woodward Granger. All assignments containing any plagiarism will result in a grade of F. Cheating on any assignments, tests, and quizzes will result in a grade of a F.*

Tardy Policy

The school handbook allows for 5 tardies before a Saturday School is given. In my classroom the policy is as follows for the initial tardies.

1st Tardy - Verbal Warning

2nd - 4th - 25 Minutes with teacher before or after school (Bring work or be put to work)

The Learning Process

Preparedness Policy (2.5%)

Students need to complete all formative assessments to the best of their ability and be prepared for the learning experience when due. This skill, critical to the workplace/post-secondary education, will be assessed by the following.

- 1 – Prepared**
- 0 – Unprepared**

*****If the student is aware of an upcoming **planned absence** (extra-curricular activities, vacation, doctor appointment, dentist, etc..) **or gone due to illness**, they must see me to determine the learning that will be missed and the expected turn in date based on the absence.

***Unexcused or un-communicated absences**, the work is counted as unprepared and will follow the preparedness policy.

(Ex. On the due date, the student has a doctors appointment and misses the class but is at school for the rest of the day and does not submit the work.)

Formative Assessments (2.5%)

Students will be given daily opportunities throughout their learning to demonstrate understanding of skills and concepts. All formative assessments will be assessed using the rubric listed below.

- 4 - Exceeds Expectations** - Student demonstrates a high level of understanding for the targeted skill or concept.
- 3 - Secure** - Student can apply the skill or concept correctly and independently
- 2 - Developing** - Student shows some understanding. Reminders, hints, suggestions are needed for understanding.
- 1 - Beginning** - Student shows little understanding of the concept. Additional teacher support is needed.
- 0 - Insufficient Data** - No submission of work.

Re-Work Policy (All Formative Assessments)

Once formative assessments have been completed, turned in and reviewed, those students who did not demonstrate learning at a **Secure level or higher**, will be expected to **Re-Work** the formative assessment until they can demonstrate that they are **Secure** in their learning. To assist the students in the Re-Work of their formative assessments, **Hawk Time** is available for the students each day to receive the supports necessary to reach the **Secure level** as well as other times arranged by the student/teacher. Re-Works **MUST** be completed by the Summative Assessment or the level stays the same as what was initially assessed.

*****Once the **Secure level is reached** the reworking of the formative assessment is **done**. You may **NOT** rework a Secure Level grade to **Exceeds Expectations** due to the fact that you demonstrated competence in the skill or concept.

Summative Assessments (45%)

Students will be asked to demonstrate their application of the skills and concepts in a summative test, project or other proof of their learning. The summative assessment will not be given the opportunity to be Re-Worked as it is the final time for the students to indicate what they know after the learning and practice has been completed.

The Final Business Plan (50%)

The Final will be their submission of the business plan that they will have created throughout the semester based on all summative assessments. Students should be using their feedback from their work throughout the semester in order to best complete the business plan. Students will also then learn to pitch their plan to potential investors that would assist in the development of the business.